

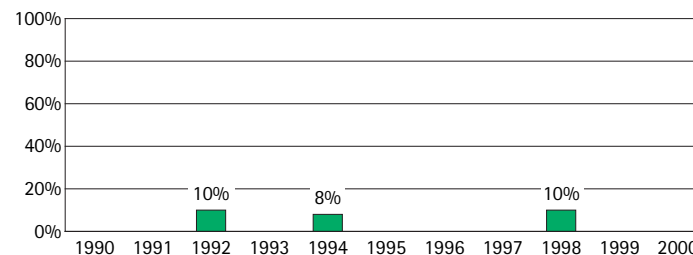
## 1. Improvement Over Time

Have the District of Columbia's 4th graders improved in reading achievement?

*Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.*

*The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.*

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

## 2. State Comparisons<sup>†</sup>

How did the District of Columbia compare with other states in 4th grade reading achievement in public schools in 1998?

**39 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

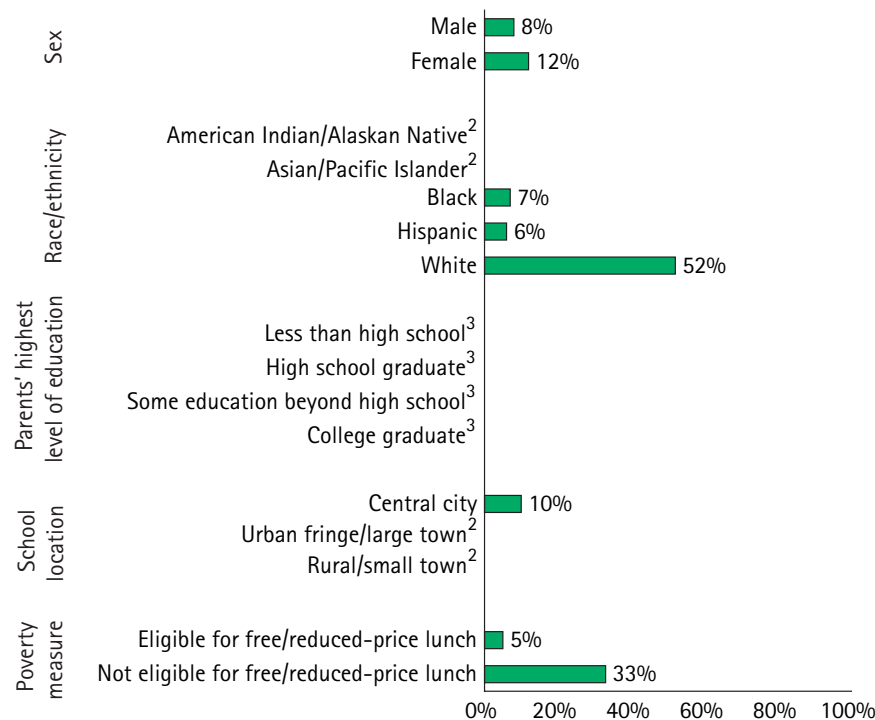
Connecticut	46%	Michigan, North Carolina, Oregon,	28%
New Hampshire	38%	Utah	
Massachusetts, Montana	37%	Delaware, Tennessee	25%
Maine, Minnesota	36%	Alabama, Georgia	24%
Iowa	35%	Arkansas, Florida	23%
Colorado, Kansas, Wisconsin	34%	Arizona, New Mexico, South Carolina	22%
Rhode Island	32%	Nevada	21%
<b>U.S.*</b>	<b>31%</b>	California	20%
Oklahoma, Virginia, Wyoming	30%	Louisiana	19%
Kentucky, Maryland, Missouri,	29%	Mississippi	18%
New York, Texas, Washington,		Hawaii	17%
West Virginia			

**1 state had a similar<sup>1</sup> percentage of students who were at or above Proficient on NAEP:**

<b>District of Columbia</b>	<b>10%</b>	Virgin Islands	8%
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## 3. Subgroup Performance

What percentages of public school 4th graders in different subgroups<sup>1</sup> in the District of Columbia were at or above Proficient on the 1998 NAEP reading assessment?



<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 2-3.

\* Figure shown for the U.S. includes both public and nonpublic school data.

<sup>1</sup> Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

<sup>3</sup> No data reported for 4th graders by parents' highest level of education in 1998.

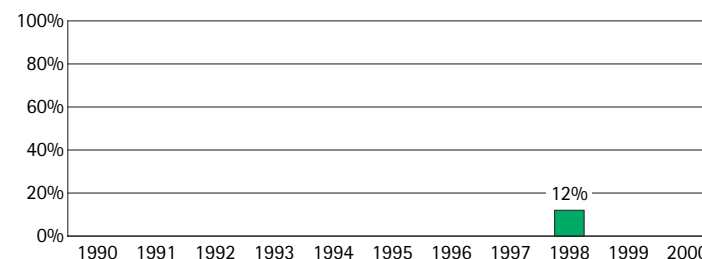
## 1. Improvement Over Time

Have the District of Columbia's 8th graders improved in reading achievement?

*In 1998, 12% of the District of Columbia's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.*

*The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.*

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

## 2. State Comparisons<sup>†</sup>

How did the District of Columbia compare with other states in 8th grade reading achievement in public schools in 1998?

**36 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

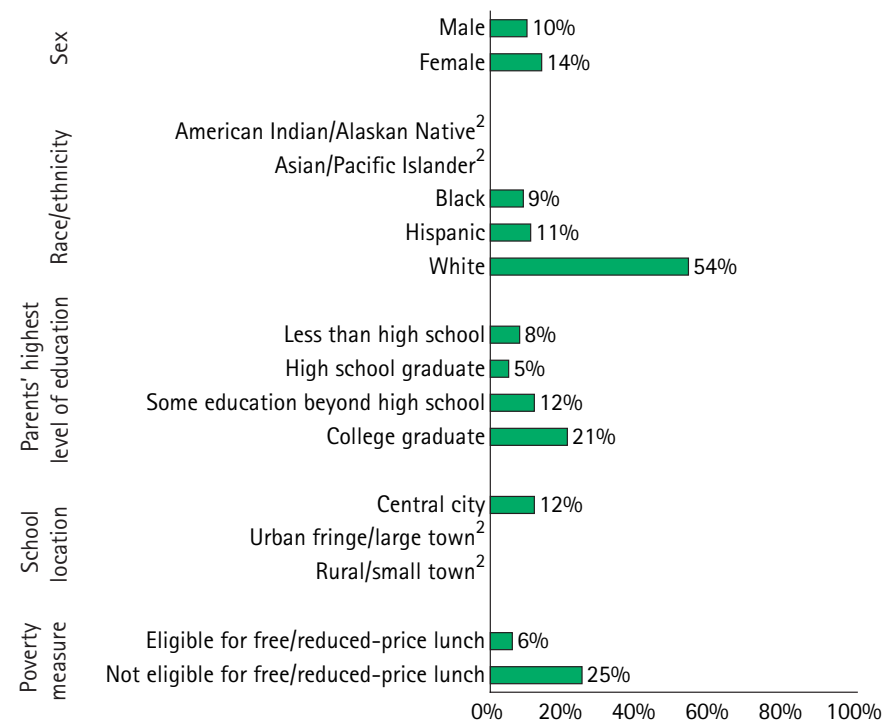
Connecticut, Maine	42%	Arizona, Texas	28%
Montana	38%	West Virginia	27%
Minnesota	37%	Tennessee	26%
Massachusetts	36%	Delaware, Georgia	25%
Kansas	35%	Nevada, New Mexico	24%
New York	34%	Arkansas, Florida	23%
<b>U.S.*</b> Oregon, Virginia, Wisconsin	<b>33%</b>	California, South Carolina	22%
Washington	32%	Alabama	21%
Maryland, North Carolina, Utah	31%	Hawaii, Mississippi	19%
Colorado, Rhode Island	30%	Louisiana	18%
Kentucky, Missouri, Oklahoma, Wyoming	29%		

**1 state had a similar<sup>1</sup> percentage of students who were at or above Proficient on NAEP:**

<b>District of Columbia</b>	<b>12%</b>	Virgin Islands	10%
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## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in the District of Columbia were at or above Proficient on the 1998 NAEP reading assessment?



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